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ABSTRACT

Compiled from teachers' responses during the 1992-93 school year, this guide presents suggestions and comments for educators involved in the Law-Related Education Program for Students with Disabilities, a program funded by the U.S. Department of Education. The teachers whose comments are featured in this guide represent high schools, middle schools, and juvenile detention centers from across the United States. They offer advice on teaching rights to students with learning, mental, emotional, behavioral, hearing, or vision disabilities. The teachers explain the training they underwent, the obstacles faced, including disciplinary problems, and the projects they pursued with students, such as field trips to courts and the creation of law-related education hypercard stacks. In one segment, Mary Jane Breen and Flemming Godiksen, teachers at Bucks County Technical School, Bucks County, Pennsylvania, illustrate how they tailored the program to their students' interests by teaching about the Americans with Disabilities Act. (JD)

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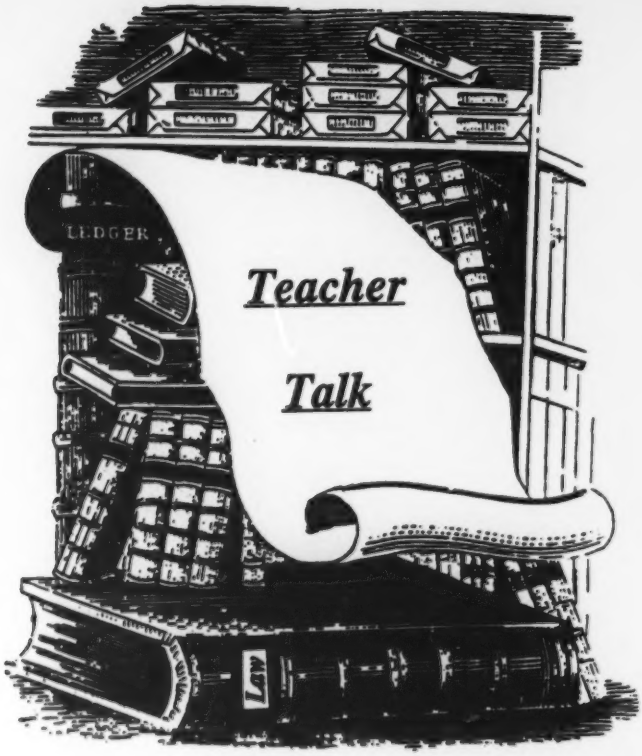

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Suggestions, Comments, Tips and Hints for Teaching Law-Related Education to Students with Disabilities from: Educators Nationwide

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December 14, 1993

Compiled by:

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Law-Related Education for Students with Disabilities

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TEACHER TALK

Suggestions, Comments, Tips and Hints

for Teaching Law-Related Education

to Students with Disabilities

from:

Educators Nationwide

December 14, 1993

Compiled by:

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Table of Contents

Preface 4

Acknowledgement 5

Assumption High School, Napoleonville, LA

Learning, Mental, Emotional, and Behavioral Disabilities 6

Bethel High School and Kecoughtan High School, Hampton, VA

Learning Disabilities 7

Buckroe Skills High School, Hampton, VA

Emotional, Behavioral, and Learning Disabilities 7

Bucks County Technical School, Bucks County, PA, Severe and Profound Disabilities . . . 8

Cedar Knoll Youth Center, Juvenile Detention Center, Washington, DC,

Emotional, Behavioral, and Learning Disabilities 9

Crooked Oak Middle School and High School, Oklahoma City, OK, Learning, Emotional,

Behavioral, Vision, Developmental, Hearing and Multiple Disabilities 12

Edmond High School, Edmond, OK, Learning Disabilities 17

Franklin Middle School, Cedar Rapids, IA, Hearing and Learning Disabilities 17

Hartsville High School, Hartsville, SC,

Regular Education Economics, Gifted and Mainstreamed Learning Disabilities . . 18

Iowa School for the Deaf, Council Bluffs, IA, Deafness 18

Memorial High School, Tulsa, OK,

Regular Education English and Mainstreamed Learning Disabilities 22

Phoebus High School, Hampton, VA, Emotional and Behavioral Disabilities 23

Potomac and Forestville High Schools, Prince George's County, MD

Learning Disabilities 24

Roosevelt High School, Des Moines, IA, Deafness and Hearing Disabilities 24

Roosevelt Vocational Jr./Sr. High School, Lake Wales, FL

Learning, Emotional, Behavioral, and Hearing Disabilities 25

Virginia School for the Deaf, Staunton, VA, Deafness 27

Worcester East Middle School, Worcester, MA

Learning and Emotional Disabilities 27

Preface

The following pages include suggestions, comments, tips, and hints from educators involved in the Law-Related Education Program for Students with Disabilities funded by a grant from the U.S. Department of Education. The entries herein were compiled from educator responses collected during the 1992-93 school year.

In ***Teacher Talk***, educators from around the country serving students with many disabilities in many educational settings share their experience. It is hoped that ***Teacher Talk*** will be a useful resource for educators in any setting who are trying to teach students with disabilities about their rights *and* responsibilities under the law.

Teacher Talk includes entries from unique settings such as Cedar Knoll Youth Center, a juvenile detention center for Washington, DC; a regular education ninth grade English class at Memorial High School in Tulsa, OK; Crooked Oak Schools, a small urban district-wide initiative with all schools at one campus in Oklahoma City, OK; Bucks County Technical School serving students with severe and profound disabilities in PA; junior high school students at the Iowa School for the Deaf, and many others.

Just a reminder, please remember the acronym used in this document:

LRE = Law-Related Education - NOT - Least Restrictive Environment

Acknowledgement

I would like to thank all the educators who participated in the Law-Related education Program for Students with Disabilities since its inception in 1990. We have learned and grown together and the program has improved immensely as a result. For various reasons tips are not included from every participating educator, but the collective ideas represented herein are generally shared by all.

The dedication, enthusiasm, and willingness of the educators to share successes and difficulties with each other has strengthened their abilities to reach their students. They are truly an exceptional group of education professionals.

Wanda J. Routier, Ed.D.
Program Director
December 14, 1993

TEACHER TALK

Suggestions, Comments, Tips, and Hints for Teaching Law-Related Education

From: Susan Aysenne, Assumption High School, Napoleonville, LA

Learning, Mental, Emotional, Behavioral Disabilities

The project site for LRE is Assumption High School, the only secondary level school in our small rural district in southern Louisiana. The initial year design for LRE comprised of approximately 30 students with disabilities participating in the alternative to regular education curriculum. Two participating special education teachers received training and expertise in the field of LRE. Two regular education teachers assigned to teach Civics and American Government in the regular curriculum were introduced to the curriculum through various classroom observations and an inservice meeting. They were given a copy of the curriculum and intend to incorporate it into their respective subject areas during the 1993-94 school year. During the 1993-94 school year special education classes and the regular education classes will work within an inclusive setting to present the materials to "all" students.

Special education students gained knowledge related to the need for rules and regulations within the school setting. During LRE instructional time there were no disciplinary referrals for either of the classes. This is an indication of the high quality of the total curriculum demonstrated by the activities presented and the degree of interest the students have for the content.

During instructional time, as students formed cooperative groups, a change was seen in student behavior. The weaker students who were usually the target of ridicule were given support and protected by their group from anyone who made attempts to tease them.

*From: **Debbie Butler, Bethel High School, and Del Moore, Kecoughtan High School, Hampton, VA, Learning Disabilities***

At Bethel high school the students developed their own LRE computer software making LRE HyperCard stacks using the Macintosh computer. They related important LRE information such as rights and responsibilities and developed the stacks in class.

We did a joint LRE field trip to the court with both our classes that proved very successful. The students enjoyed getting together with students from another school.

*From: **Beverly Carter-Robinson, Buckroe Skills High School, Hampton, VA Emotional, Behavioral, Learning Disabilities***

The lessons were very useful to students. The lesson "Are You a Good Witness" provided a high level of interest for students and all of them participated fully. The strength of this lesson for students with limited writing skills was that it helped them to accomplish something without having to rely on paper and pencil.

From: Mary Jane Breen and Flemming Godiksen, Bucks County Technical School, Bucks County, PA, Severe/Profound Disabilities

The students in my class have severe and profound disabilities. Most are immobile and nonverbal.

Since my students are not writers and are not used to giving lengthy answers, I started getting them used to talking a little each day. To get them into creating portfolios, and to motivate them, I used these activities as their way to be dismissed from school in the afternoon. If they wanted to go home, they had to tell me something we discussed in class that was important to them.

We learned about the Americans with Disabilities Act (ADA). We started a collection of stories about disabled individuals who are active citizens. The students voted to go into the community and check on wheelchair accessibility in stores, banks, restaurants and malls.

Parents were given a pamphlet on the ADA. At IEP meetings parents were given goals and a list of topics we would study in class. This added a new dimension to meetings with parents. Some parents don't see their disabled son or daughter as an adult with rights. Parents were informed about the "People's Law School" which is an eight week series dealing with basic knowledge about the law and its impact on your life presented by lawyers and judges in lay terminology.

The curriculum created a new interest in learning for most of out students. It created discussions, opinion, and gave students valuable information. Students felt like investigators when they were on community based trips. The project was so

successful it was expanded to include other Bucks County Intermediate Unit programs in several different school districts. It would be extremely valuable if NICEL could continue to bring teachers from across the country together on a regular basis, at least one time per school year. We could network, share experiences, and teach new teachers. A newsletter targeting LRE in special education to go out to participating schools and new schools would be very helpful to keep up on news about what other schools are doing.

From: ***Susan Rosskopf, Cedar Knoll (Oak Hill) Youth Center, Juvenile Detention Center, Washington, DC, Emotional, Behavioral, Learning Disabilities***

Students completed a series of collages on the general theme "What America/The Constitution Means to Me." We also compared the Preamble of the Universal Declaration of Human Rights and the U.S. Constitution. We traced the present day court system back to its roots in the Old Testament.

We also developed a time-line showing the course of history from the Magna Carta to the U.S. Bill of Rights. Another time-line activity was to compare the society and attitudes of the years to the timing and types of Amendments passed, up to the twenty-sixth Amendment to the U.S. Constitution. We worked on a mural-type painting (24x36) related to the Constitution called "Juvenile Justice 'The Right Side'" and decorated the door to the classroom with pictures and things related to law and the Constitution. Students also did artistic overheads which they insisted upon keeping, and wrote poems. They also began a student guidebook to the detention

center.

Cedar Knoll had on-board a teacher who happened to be on parole from prison for armed robbery. He came to class as a resource person and presented a two hour question and answer session to the special education students about the adult court system, prison life, peer pressure, etc. The students were receptive and responsive.

When these students can't relate to the topic being taught, they begin to act out, refuse to participate, refuse to complete any written work, distract other students, belittle the program, etc. By including the students in the teaching process they began to build a sense of ownership in extending their knowledge in an area where they have some real experience. When they began to understand their rights, the right of due process and how they have been denied, or correctly used due process, they began to understand that others have rights too. They had some lively debates on peer pressure, crime, and due process.

We played games such as Bingo, Wheel of Fortune, Jeopardy and others using LRE topics to help reinforce vocabulary, spelling, facts, memory recall, organizing and categorizing information and increasing attention span during class time.

Informal assessments of progress were made by using case scenarios, newspaper articles, news show topics, and personal situations to engage students to apply newly learned materials to current situations. Values were introduced through these discussions related to different ways the same situation could be played out, i.e. "What would be the responsible, honorable, truthful, civilized, respectful, honest, spiritual, or loyal thing to do in a given situation."

TIPS FOR TEACHING LRE TO STUDENTS WITH DISABILITIES

Name: Susan Rosskopf Date: June 29, 1993

School: Cedar Knoll Youth Center Exceptionality: Severe Emotional Disturbance Learning Disability

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1. When introducing each new lesson ask the student what he/she already knows, and/or what he/she would like to know.

2. For slow learners, students with poor study skills, and students with emotional problems, try short lessons with a discussion section after each part to help keep student interest, as well as using flash cards - just a few at a time.

3. For financially disadvantaged or residential facility students as well as students who have poor organizational skills, provide some or most of the opportunities time to fulfill their portfolio requirements in class such as time to view tv news shows, or make posters. Keep a classroom box of supplies such as newspapers, magazines, articles, art supplies, video/audio tapes of news shows, etc. Many students do not have access to such supplies.

From: Ardis Bachus, Crooked Oak Middle and High School, Oklahoma City, OK

Learning, Emotional, Behavioral, Vision, Developmental, Hearing and Multiple Disabilities

We used computers, library resources, and other equipment to help in implementing the curriculum. We read the play about the TLO case with students taking character parts. We took several field trips including to the capital of Oklahoma to tour the buildings and legislative chambers. The Oklahoma state LRE coordinator came to the school and spoke on citizenship rights and responsibilities. He met with students in small groups which allowed them more freedom to ask questions and feel at ease. We checked out video tapes about law from the Oklahoma Bar Association Library and a county library. Other important events that the students enjoyed was a police visit to campus to speak with students, and a demonstration of the drug dog in the program "Dogs Against Drugs."

Students made time-lines that showed events of American history and movements toward legislation including the Constitution and Bill of Rights. They made mobiles showing the three branches of government and their duties. Students also designed posters with pictures to depict the Bill of Rights in action. Each student was assigned a Crooked Oak school folder to use as a portfolio and selected what they wanted to include in it related to our study of law. Some students decorated the covers with LRE ideas and some pasted their own picture on the cover. A variety of items were placed inside: newspaper clippings, letters to the President, drawings, poems, raps, essays, information about Presidential candidates, mock trials, and

more, all related to the law.

Articles about LRE were written for the school newspaper. Pocket Constitutions and the LRE calendar were used for open book pop quizzes. We did mock trials also. One student made a very nice gavel in woodshop for the judge to use during the trial. Students carried flags on their key chains. Lists of LRE subjects that students wished to study in the future were drawn up.

We had some joint classes with the high school students and middle school students in the same class doing a lesson. During small groups the high school students were peer leaders for the middle school students. We also had a Jeopardy style LRE Academic Quiz Bowl. The special education students were thrilled they were able to use the school academic team's equipment. Teams were chosen and a tournament arranged complete with prizes donated by community businesses.

Students have become more aware of their rights due to the LRE program. For example, several girls approached the principal wanting to play football with the boy's team since there was no girl's team. After considering their legal rights the principal allowed them to participate (*Civil Rights Act of 1964, Title IX*), even though for other reasons they did not stay on the team (one's doctor forbade it, and another one had an injury). Even some regular classrooms were given a few LRE lessons to help make the curriculum an accepted success.

Students learned decision-making skills by considering impulsive actions v. self control over the long range and the consequences of their behavior. Students became involved in the *Ingraham v. Wright* case and the majority of students decided

that the number of swats [paddling] used with student and parent endorsement at Crooked Oak was the right limit. [Crooked Oak schools allow corporal punishment as a discipline option if selected by the student and with permission of the parent]. Some students were totally against swats. Others became more aware of their rights to due process and gained greater understanding of procedures surrounding suspensions and expulsions. They learned to accept ideas from others and display appropriate behavior. Students learned how they fit into the legal system and their sense of values were more fully developed.

Crooked Oak is proud to have been selected as Oklahoma runner-up school in the 1992 Oklahoma Supreme Court School of the Year Award for outstanding leadership in law-related education. For our 1993 LRE project, students chose "Pennies Make a Monumental Difference." The project proposes that if every student gave a penny, there would be enough money to restore the Lincoln Memorial in Washington, DC and to make a museum on the first floor. Students collected pennies from the entire campus with enthusiasm for the project. Much enthusiasm was also directed to having a pizza party in the student lounge at the end of the year. Everyone agreed that the lessons had created more understanding between all in LRE and the pizza party was a celebration and logical end of the year event.

TIPS FOR TEACHING LRE TO STUDENTS WITH DISABILITIES

Name: Ardis Bachus

Date: June, 1993

School: Crooked Oak Secondary
Oklahoma City, OK

Exceptionality: LD, EMH, SED, TMR; Visual Auditory

==========

Supplementary activities near election time in the fall:

- Examine party platforms and allow discussions of both sides of each issue.
- Classroom election of candidates.
- Discussion of people in the news related to legal issues.
- Students were invited to write a letter to a Congressman or the President.

Other LRE Activities:

- Decorated portfolios with LRE ideas and with the student's own picture.
- Students wrote articles for the school paper about LRE.
- Mobiles and time lines were constructed on the LRE topics.
- Made a bulletin board on LRE.
- Field trips.
- Guest speakers.
- End of the year LRE pizza party.
- Pocket Constitution and LRE calendar for pop quizzes (open book).
- Student photographer to take pictures of LRE activities.

- Make a poem, or rap about government or legal topics.
- Student made a gavel in woodshop for mock trials.
- Made up mock trial over a car accident, (determined law)
- Demonstrated some of the Street Law lessons to regular classes.
- Carried flags on key chains given out by teacher.
- Recited the preamble (open book).
- Gave lessons to the other students on LRE.
- Resource speaker: call the LRE Director for your state.
- Visit to the Capital Building of the state of Oklahoma, (saw the state senate room and the house of representatives room).
- Canvassed the whole school district for "Pennies Make a Monumental Difference." Pennies were collected to add to the Lincoln Memorial a museum honoring all those working for human rights, (American Federation of Teachers and the National Park Service).
- Watched videos checked out of the Oklahoma County Library and the Oklahoma Bar Association Library on LRE.
- Sang a song on LRE.
- Told why a person should obey the law.
- Drew pictures of law experiences, flags, eagles.
- Students made lists of subjects that they wished to study in LRE.

From: Denise Hill, Edmond High School, Edmond, OK

Learning Disabilities

We taught LRE to students who are learning disabled and everyone was excited about the program. Students made small wallet-sized cards with their due process rights on them to carry with them at all times. This helps them to be sure that someone is not taking advantage of them, and that their due process rights are not being violated. We visited the state capital in Oklahoma City to see where laws are made in our state. We also heard about the Americans with Disabilities Act from an attorney who works there.

Our film class at the school helped us make a video summarizing our LRE experience. The video was presented at NICEL's spring conference. By the end of making the film, even the regular education students who were doing the filming, editing, etc., said they wanted to learn more about the law and be in our classes.

Next year our school district is restructuring the high school program and we hope to have LRE in all the high schools.

From: Mary Kummer, Franklin Middle School, Cedar Rapids, IA

Hearing and Learning Disabilities

I love the language level of the lessons. The lessons have handouts that are easy for me to copy and use in class. I was able to jump around and use the lessons to focus on a particular theme. I required students to collect a Constitution portfolio as an assessment tool. They gathered information related to the US Constitution and

gave a class presentation where they displayed their portfolio items and explained the link to the Constitution. It was very successful and I continue to use the portfolio experience.

*From: **William Heitsman, Hartsville High School, Hartsville, SC***

Regular Education Economics, Gifted and Mainstreamed Disabled Students

We held a special conference for students and teachers focusing on the ADA and disability issues and heard from an ADA expert. We did a mock trial and the students learned alot and were pleased with the exercise. I plan to propose the program to the various state office holders as a program to be utilized in the schools as part of South Carolina's Safe Schools program. During 1993-94 I will be using some of the videos as part of my economics classes and hope to develop lesson plans in economics based upon situations involving the ADA and tort law.

*From: **Greg Desrosiers Iowa School for the Deaf, Council Bluffs, IA***

High School Deaf Students

We arranged to present a mock trial at the courthouse. Students developed a video production about their own court drama. We learned about the ADA and worked in groups on many cases about the ADA. We took a field trip to the local courthouse to observe many different civil/criminal cases in the Magistrate's Court. We also took a field trip to the FBI in Omaha, NE to see how the FBI functions. Students were able to read the lesson materials analytically and critically at an

appropriate reading and language level. Once students learned a concept on a simplified level, they later returned to it for further study and investigation at a more advanced level.

From: Joyce Szemplenski, Iowa School for the Deaf, Council Bluffs, IA

Junior High School Deaf Students

We worked on the differences between state and federal laws and how a bill becomes a law. Regarding state laws, each class period developed their own "law" on how homework would be submitted for that class: time when due, when turned-in, etc. We also wrote a "federal" law on the required appearance of lockers and the surrounding wall space. This "federal" law applied in the same way to each group of students. Each class elected a representative involved in drafting and voting on our "federal locker law."

We also wrote and illustrated a comic book "Relay Man Makes Your Day" for younger children on the correct use of the state relay system for deaf consumers. We shared this book with younger children at our school, and with the hearing impaired class at Franklin Middle School in Cedar Rapids, IA (contact through NICEL conferences). A copy was presented to our Senator, Tom Harkin during a visit to his office before the NICEL spring conference. We also gave several copies of it to the Relay Iowa Account Manager for Sprint Telephone who operates the Iowa Relay Service. Students made assigned relay calls for practice.

Students also prepared a large ADA bulletin board for the classroom with

illustrations showing special aspects that were important to them. The results of the post-test indicated that great gains had been made in the students' knowledge of the ADA. The outstanding presentations given during the April NICEL conference have given me further ideas for next year.

TIPS FOR TEACHING LRE TO STUDENTS WITH DISABILITIES

Name: Joyce Szemplenski **Date:** July 13, 1993
School: Iowa School for the Deaf **Exceptionality:** Deaf

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ADA Bulletin Board

I used students' illustrations and captions on an ADA bulletin board as an evaluation tool for one group of students. As they worked on their pictures they explained to me what aspects of the ADA would be of help to them.

This same bulletin board served as a teaching tool for other groups of students. The illustrations helped them understand how the ADA can and will influence their lives. Particularly with deaf students, visual learning seems to make a greater impact and work done by peers adds to their interest.

From: ***Betty Ford Devilbiss, Memorial High School, Tulsa, OK***

Regular Education 9th Grade English with Mainstreamed Students who are Learning Disabilities

LRE was used in the ninth grade English classes at Memorial High School. Every student was given a pocket size copy of the Constitution. The students read sections, discussed the meaning, and found the parts of speech in the sentences. Groups read and discussed the Amendments and oral presentations were given. Each group was asked to bring to class newspaper articles depicting guarantees by the Bill of Rights and lead a class discussion about the article and link to the Bill of Rights.

We incorporated the employment law lesson about getting a job into a grammar/vocabulary unit. We emphasized correct word usage when speaking and competency in writing when filling out a job application. We role played job interviews and invited a vocational counselor to speak about expectations from prospective employers.

We incorporated the criminal law lesson "Are You a Good Witness?" into a short story unit in which we used descriptive, analytical and interpreting writing skills. We used vocabulary, writing assignments and group presentations. A police officer was invited to class to talk to the students and answer questions.

The criminal law lessons on juvenile justice and due process were incorporated into a writing unit using [the critical thinking skills of] comparing/contrasting and supporting positions with evidence or validation. We used vocabulary and exercises from the unit to initiate discussions on due process and juvenile justice. The

discussion focused on a local case of a 13 year old who stole a van, was involved in high speed chase, and had an accident which resulted in three deaths. We had group discussions and a lively debate regarding this. Current, local events link well to these topics.

We used the U.S. Supreme Court case *Brown v. Board of Education, Topeka, KS* to study justice and greatness. We read the case, studied the 14th Amendment, and did exercises relating to the case. Groups did presentations and some did skits. The objective was to foster participation and discussion regarding justice and greatness. Students also did short research projects on the life of the late Thurgood Marshall. This helped them use library research skills. We also viewed the movie Separate but Equal.

From: ***Jonnie Hargrove, Phoebus High School, Hampton, VA***

Emotional, Behavioral Disabilities

The lessons on criminal law and juvenile justice were especially interesting to the students and they actively participated in class. The vocabulary list introduced new words and concepts and was helpful. The graphics and handouts were very helpful to illustrate the context of the reference material. The field trip taken toward the end of the year was a great culminating activity. We spent the morning in criminal court.

From: Carol Holland, Potomac and Forestville High Schools, Prince George's County, MD

Learning Disabilities

At Potomac and Forestville High Schools we call the program the Law Literacy Program or LLP. Students have demonstrated a greater ability to articulate their thoughts and ideas about the law. The utilization of guest speakers, field trips, video taping and portfolios has enhanced the curriculum. Teachers in the regular education program expressed interest in utilizing the curriculum. Research data indicates special education students represent a significant proportion of youth court involved cases. It is the position of this county that LLP represents a preventive strategy toward reducing violence and improving students' understanding of the law.

From: Barbara Callaghan-Mitchell, Roosevelt High School, Des Moines, IA

Deaf and Hearing Disabilities

Students became more involved in school activities as a result of learning about their rights and responsibilities. They became active with the student council and gathered support for obtaining a text telephone for use with after school activities. We learned about the ADA, did a mock trial, and listened to resource people. Next year the lessons will be infused in classes other than Government.

From: Nancey Reagan, Roosevelt Vocational Jr./Sr. High School, Lake Wales, FL

Learning, Emotional, Behavioral, Hearing Disabilities

We conducted several teacher inservice training sessions for junior high and senior high teachers. We also trained students in the peer program to develop and implement a Teen Court. These students are referred to as "Peers." The Bill of Rights, criminal law, family law and housing law were taught to ninth and tenth grade students in Life Management and Social Studies classes. Employment law was taught to eleventh and twelfth grade students during the Occupation Training Program and Job Placement. Junior high teachers used our School Resource Officer to supplement the materials with classroom presentations.

We used the mock trial "No Vehicles in the Park" to train the students for our Teen Court. We worked in committees to establish the prosecution and defense, and appointed the various roles during the process. The students set up our classroom as the courtroom and invited in students from other classes to serve as the jury. After two days of testimony (they embellished the script!), our jury ruled in favor of Fred, the buggy business owner.

Their enthusiasm for the entire court activity carried over to the formation of the Teen Court. The Peers decided to take referrals from the Dean or Principal. We established criteria for referrals: students had already been through our behavior management program but had not changed their behavior, and they agreed to abide by the court ruling. We would not have the power to suspend, but could refer the student to the Dean or the Principal if the Court thought suspension was warranted.

Teen Court is now an established part of our program and has received full support from our staff and administration. We had a local attorney volunteer to speak to the Peers as part of an organized Law Week activity. He was so impressed with the quality of the questions the students asked and their knowledge level that his proposed half-hour presentation grew into an hour and a half visit. In addition, he has agreed to serve on our school's Advisory Council this coming year.

The best assessment we have of the effectiveness of the program comes from the enthusiastic support of our staff. When we established Teen Court, it was necessary that we go to trial in a timely manner. Our teachers readily allowed students to miss their classes in order to investigate and prepare their respective cases. When court was in session, teachers were willing to allow the students who were involved to stay in session until sentencing. We had several staff members observe the proceedings and congratulate the students on their performance. The Court members tended to be less tolerant of the behavior from other students. Their sentencing was creative and addressed the behavior using a combination of punishment and corrective positive practice. Word soon spread among the students that Teen Court was not a cake walk and should be avoided if possible. The law-related information in the lessons is invaluable to students. I wish it could be required for every student in special education.

*From: **Frances Marzolf, Virginia School for the Deaf, Staunton, VA***

High School Deaf Students

The materials and suggestions for hands-on experiences and resource people made the class interesting for students. My class visited a local correction facility and it made a big impression on students. Students liked working in small groups, and having responsibilities for class activities. Some were in charge of writing thank you notes to resource people or field trip sponsors, some helped arrange the special activities, some organized in-class activities, or had other responsibilities. This helped students get involved with and responsible for their learning. We also have done a class scrapbook each year with pictures, written pieces, and other entries that show our LRE class activities for the year.

*From: **JoAnn Ciandella, Worcester East Middle School, Worcester, MA***

Learning and Emotional Disabilities

I have found the interdisciplinary approach to teaching to flow naturally out of the LRE class as well as give me opportunities to expand and enhance the LRE curriculum. For reading, newspapers are a great resource and source of stimulation, conversation and heightened awareness and sensitivity for others. Other reading texts allow application of vocabulary and practice of the ability to concretely apply subject matter of the LRE curriculum.

In science LRE is brought up in the units on emotions, smoking, drinking, drugs, teen-pregnancy and AIDS. In English, students develop their writing skills by

writing notes and letters thanking resource people for coming to class. LRE also develops listening, communication, critical thinking and decision making skills applied in English. Other English objectives are met through filling out forms such as job or housing applications in the LRE lessons, and reading and understanding contractual agreements. Math and LRE combine when we talk about the cost of buying/selling a house or car; figuring rent, salary, insurance payments, savings interest, balancing a checkbook, and figuring taxes and credit costs. Discussions about paying bills on time and managing money wisely also combine math and LRE. The social studies match is clearly seen. I will be adding the component of working with the regular education social studies teacher in an inclusionary setting.

We have developed a great relationship with the local police department. Students will be participating in a mentoring and internship program with the police. The students will volunteer at the police department and participate in the "ride-along" program where students will work with the police to make positive change in the community and enhance communication between the police and the community.

TIPS FOR TEACHING LRE TO STUDENTS WITH DISABILITIES

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Through our involvement with the Worcester Police Department, especially the Community Service Division, we have been able to establish a policy of open and safe communication with the police. Through a variety of activities, educational and social, both the police and teens have come to see each other as real people, not someone to be feared or threatened by. The police have thus been able to establish an "open door policy". The kids call the police to talk over problems, or just say "hi". They are free to go to police headquarters anytime, and the kids do.

The police have taken the kids out to eat or for ice-cream and have brought our students with them to speak to younger kids. Five police officers went with another teacher and myself when we took 36 of "our LRE kids" to Cape Cod at the end of the school year, a trip sponsored by the Police Department. For many of these students, it was their first visit to historic Cape Cod, and a lifelong memory.